

**R277. Education, Administration.**

**R277-700. The Elementary and Secondary School Core Curriculum.**

**R277-700-1. Definitions.**

A. "Accredited" means evaluated and approved under the Standards for Accreditation of the Northwest Accreditation Commission or the accreditation standards of the Board, available from the USOE Accreditation Specialist.

B. "Applied courses" means public school courses or classes that apply the concepts of Core subjects. Courses may be offered through Career and Technical Education or other areas of the curriculum.

C. "Basic skills course" means a subject which requires mastery of specific functions, including skills that prepare students for the future, and was identified as a course to be assessed under Section 53A-1-602.

D. "Board" means the Utah State Board of Education.

E. "Career and Technical Education(CTE)" means organized educational programs or courses which directly or indirectly prepare students for employment, or for additional preparation leading to employment, in occupations, where entry requirements generally do not require a baccalaureate or advanced degree.

F. "Core Standard" means a statement of what students enrolled in public schools are expected to know and be able to do at specific grade levels or following completion of identified courses.

G. "Core subjects" means courses for which there is a declared set of Core Standards as approved by the Board.

H. "Criterion-referenced test (CRT)" means a test to measure performance against a specific standard. The meaning of the scores is not tied to the performance of other students.

I. "Demonstrated competence" means subject mastery as determined by LEA standards and review. Review may include such methods and documentation as: tests, interviews, peer evaluations, writing samples, reports or portfolios.

J. "Elementary school" for purposes of this rule means grades K-6 in whatever kind of school the grade levels exist.

K. "High school" for purposes of this rule means grades 9-12 in whatever kind of school the grade levels exist.

L. "Individualized Education Program (IEP)" means a written statement for a student with a disability that is developed, reviewed, and revised in accordance with the Utah Special Education Rules and Part B of the Individuals with Disabilities Education Act (IDEA).

M. "LEA" means a local education agency, including local school boards/public school districts, charter schools, and, for purposes of this rule, the Utah Schools for the Deaf and the Blind.

N. "Life Skills document" means a companion document to the Core curriculum that describes the knowledge, skills, and dispositions essential for all students; the life skills training helps students transfer academic learning into a comprehensive education.

O. "Middle school" for purposes of this rule means grades 7-8 in whatever kind of school the grade levels exist.

P. "SEOP" means student education occupation plan. An SEOP

shall include:

- (1) a student's education occupation plans (grades 7-12) including job placement when appropriate;
- (2) all Board and LEA board graduation requirements;
- (3) evidence of parent, student, and school representative involvement annually;
- (4) attainment of approved workplace skill competencies; and
- (5) identification of post secondary goals and approved sequence of courses.

Q. "State Core Curriculum (Core Curriculum)" means the courses, content, instructional elements, materials, resources and pedagogy that are used to teach the Core Standards, as well as the ideas, knowledge, practice and skills that support the Core Standards.

R. "USOE" means the Utah State Office of Education.

#### **R277-700-2. Authority and Purpose.**

A. This rule is authorized by Article X, Section 3 of the Utah Constitution, which places general control and supervision of the public schools under the Board; Section 53A-1-402(1) (b) and (c) which directs the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements; Section 53A-1-402.6 which directs the Board to establish a Core Curriculum in consultation with LEA boards and superintendents and directs LEA boards to design local programs to help students master the Core Curriculum; and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to specify the minimum Core Curriculum and Core Standard requirements for the public schools, to give directions to LEAs about providing the Core Curriculum and Core Standards for the benefit of students, and to establish responsibility for mastery of Core Standard requirements.

#### **R277-700-3. Core Curriculum and Core Standards.**

A. The Board establishes minimum course description standards and objectives for each course in the required general core, which is commonly referred to as part of the Core Curriculum.

B. Course descriptions for required and elective courses shall be developed cooperatively by LEAs and the USOE with opportunity for public and parental participation in the development process.

C. The descriptions shall contain mastery criteria for the courses, shall stress mastery of the course material and Core Standards and life skills consistent with the Core Curriculum and Life Skills document. Mastery shall be stressed rather than completion of predetermined time allotments for courses.

D. Implementation of the Core Curriculum and student assessment procedures are the responsibility of LEA boards consistent with state law.

#### **R277-700-4. Elementary Education Requirements.**

A. The Board shall establish Core Standards and a Core Curriculum for elementary schools, grades K-6.

B. Elementary School Education Core Subject Area

Requirements:

- (1) Grades K-2:
  - (a) Reading/Language Arts;
  - (b) Mathematics;
  - (c) Integrated Curriculum.
- (2) Grades 3-6:
  - (a) Reading/Language Arts;
  - (b) Mathematics;
  - (c) Science;
  - (d) Social Studies;
  - (e) Arts:
    - (i) Visual Arts;
    - (ii) Music;
    - (iii) Dance;
    - (iv) Theatre.
  - (f) Health Education;
  - (g) Physical Education;
  - (h) Educational Technology;
  - (i) Library Media.

C. It is the responsibility of LEA boards to provide access to the Core Curriculum to all students.

D. Student mastery of the Core Standards is the responsibility of LEA boards.

E. Informal assessment should occur on a regular basis to ensure continual student progress.

F. Board-approved CRTs shall be used to assess student mastery of the following:

- (1) reading;
- (2) language arts;
- (3) mathematics;
- (4) science; and
- (5) effectiveness of written expression in grades five and eight.

G. Provision for remediation for all elementary students who do not achieve mastery is the responsibility of LEA boards.

**R277-700-5. Middle School Education Requirements.**

A. The Board shall establish Core Standards and a Core Curriculum for middle school education.

B. Students in grades 7-8 shall earn a minimum of 12 units of credit to be properly prepared for instruction in grades 9-12.

C. LEA boards may require additional units of credit.

D. Grades 7-8 Core Curriculum Requirements and units of credit:

- (1) Language Arts (2.0 units of credit);
- (2) Mathematics (2.0 units of credit);
- (3) Science (1.5 units of credit);
- (4) Social Studies (1.5 units of credit);
- (5) The Arts (1.0 units of credit):
  - (a) Visual Arts;
  - (b) Music;
  - (c) Dance;
  - (d) Theatre.
- (6) Physical Education (1.0 units of credit);

- (7) Health Education (0.5 units of credit);
- (8) Career and Technical Education, Life, and Careers (1.0 units of credit).

E. Best practices, technology and other instructional media shall be used in middle school curricula to increase the relevance and quality of instruction.

F. Board-approved CRTs shall be used to assess student mastery of the following:

- (1) reading;
- (2) language arts;
- (3) mathematics; and
- (4) science in grades 7 and 8.

#### **R277-700-6. High School Requirements.**

A. The Board shall establish Core Standards and a Core Curriculum for students in grades 9-12.

B. Students in grades 9-12 shall earn a minimum of 24 units of credit through course completion or through competency assessment consistent with R277-705 to graduate.

C. Grades 9-12 Core Curriculum credits from courses approved by the Board, as specified:

- (1) Language Arts (4.0 units of credit):
  - (a) Ninth grade level (1.0 unit of credit);
  - (b) Tenth grade level (1.0 unit of credit);
  - (c) Eleventh grade level (1.0 unit of credit); and
  - (d) Twelfth grade level (1.0) Unit of credit) consisting of applied or advanced language arts credit from the list of Board-approved courses using the following criteria and consistent with the student's SEOP:
    - (i) courses are within the field/discipline of language arts with a significant portion of instruction aligned to language arts content, principles, knowledge, and skills; and
    - (ii) courses provide instruction that leads to student understanding of the nature and disposition of language arts; and
    - (iii) courses apply the fundamental concepts and skills of language arts; and
    - (iv) courses provide developmentally appropriate content; and
    - (v) courses develop skills in reading, writing, listening, speaking, and presentation;

(2) Mathematics (3.0 units of credit) met minimally through successful completion of a combination of the foundation or foundation honors courses, Algebra 1, Geometry, Algebra 2, Secondary Mathematics I, Secondary Mathematics II, Secondary Mathematics III as determined in the student's SEOP. After the 2014-2015 school year Mathematics (3.0 units of credit) shall be met minimally through successful completion of a combination of the foundation or foundation honors courses Secondary Mathematics I, Secondary Mathematics II, and Secondary Mathematics III.

(a) Students may opt out of Algebra 2 or Secondary Mathematics III with written parent/legal guardian request. If an opt out is requested, the third math credit shall come from the advanced and applied courses on the Board-approved mathematics list.

(b) 7th and 8th grade students may earn credit for a mathematics foundation course before ninth grade, consistent with

the student's SEOP and if at least one of the following criteria is met:

- (i) the student is identified as gifted in mathematics on at least two different USOE-approved assessments;

- (ii) the student is dual enrolled at the middle school/junior high school and the high school;

- (iii) the student qualifies for promotion one or two grade levels above the student's age group and is placed in 9th grade;

- (iv) the student takes the USOE competency test in the summer prior to 9th grade and earns high school graduation credit for the courses.

(c) Other students who successfully complete a foundation course before ninth grade shall still earn 3.0 units of credit by taking the other foundation courses and an additional course from the advanced and applied Board-approved mathematics list consistent with the student's SEOP and the following criteria:

- (i) courses are within the field/discipline of mathematics with a significant portion of instruction aligned to mathematics content, principles, knowledge, and skills;

- (ii) courses provide instruction that lead to student understanding of the nature and disposition of mathematics;

- (iii) courses apply the fundamental concepts and skills of mathematics;

- (iv) courses provide developmentally appropriate content; and

- (v) courses include the five process skills of mathematics: problem solving, reasoning, communication, connections, and representation.

(c) Students who are gifted and students who are advanced may also:

- (i) Take the honors courses at the appropriate grade level; and

- (ii) Continue taking higher level mathematics courses in sequence through grade 11, resulting in a higher level of mathematics proficiency and increased college and career readiness.

(d) A student who successfully completes a Calculus course has completed mathematics graduation requirements, regardless of the number of mathematics credits earned.

(e) Students should consider taking additional credits during their senior year that align with their postsecondary career or college expectations. Students who desire a four year college degree in a science, technology, engineering or mathematics (STEM) career area should take a calculus course.

(3) Science (3.0 units of credit):

(a) at a minimum, two courses from the four science foundation areas:

- (i) Earth Systems Science (1.0 units of credit);

- (ii) Biological Science (1.0 units of credit);

- (iii) Chemistry (1.0 units of credit);

- (iv) Physics (1.0 units of credit); and

(b) one additional unit of credit from the foundation courses or the applied or advanced science list determined by the LEA board and approved by the Board using the following criteria and consistent with the student's SEOP:

- (i) courses are within the field/discipline of science with a

significant portion of instruction aligned to science content, principles, knowledge, and skills; and

(ii) courses provide instruction that leads to student understanding of the nature and disposition of science; and

(iii) courses apply the fundamental concepts and skills of science; and

(iv) courses provide developmentally appropriate content; and

(v) courses include the areas of physical, natural, or applied sciences; and

(vi) courses develop students' skills in scientific inquiry.

(4) Social Studies (3.0 units of credit):

(a) Geography for Life (0.5 units of credit);

(b) World Civilizations (0.5 units of credit);

(c) U.S. History (1.0 units of credit);

(d) U.S. Government and Citizenship (0.5 units of credit);

(e) General Financial Literacy (0.5 units of credit).

(5) The Arts (1.5 units of credit from any of the following performance areas):

(a) Visual Arts;

(b) Music;

(c) Dance;

(d) Theatre;

(6) Physical and Health Education (2.0 units of credit):

(a) Health (0.5 units of credit);

(b) Participation Skills (0.5 units of credit);

(c) Fitness for Life (0.5 units of credit);

(d) Individualized Lifetime Activities (0.5 units of credit) or team sport/athletic participation (maximum of 0.5 units of credit with school approval).

(7) Career and Technical Education (1.0 units of credit):

(a) Agriculture;

(b) Business;

(c) Family and Consumer Sciences;

(d) Health Science and Technology;

(e) Information Technology;

(f) Marketing;

(g) Technology and Engineering Education;

(h) Trade and Technical Education.

(8) Educational Technology (0.5 units of credit):

(a) Computer Technology (0.5 units of credit for the class by this specific name only); or

(b) successful completion of Board-approved competency examination (credit may be awarded at the discretion of the LEA).

(9) Library Media Skills (integrated into the subject areas).

(10) Electives (6.0 units of credit).

D. Board-approved CRTs shall be used to assess student mastery of the following subjects:

(1) reading;

(2) language arts through grade 11;

(3) mathematics as defined under R277-700-6C(2); and

(4) science as defined under R277-700-6C(3).

E. LEA boards may require students to earn credits for graduation that exceed minimum Board requirements.

F. Additional elective course offerings may be established and

offered at the discretion of an LEA board.

G. Students with disabilities served by special education programs may have changes made to graduation requirements through individual IEPs to meet unique educational needs. A student's IEP shall document the nature and extent of modifications and substitutions or exemptions made to accommodate a student with disabilities.

H. The Board and USOE may review LEA boards' lists of approved courses for compliance with this rule.

I. Graduation requirements may be modified for individual students to achieve an appropriate route to student success when such modifications:

- (1) are consistent with the student's IEP or SEOP or both;
- (2) are maintained in the student's file and include the parent's/guardian's signature; and
- (3) maintain the integrity and rigor expected for high school graduation, as determined by the Board.

#### **R277-700-7. Student Mastery and Assessment of Core Standards.**

A. Student mastery of the Core Curriculum at all levels is the responsibility of LEA boards of education.

B. Provisions for remediation of secondary students who do not achieve mastery is the responsibility of LEA boards of education under Section 53A-13-104.

C. Students who are found to be deficient in basic skills through U-PASS shall receive remedial assistance according to provisions of Section 53A-1-606(1).

D. If parents object to portions of courses or courses in their entirety under provisions of law (Section 53A-13-101.2) and rule (R277-105), students and parents shall be responsible for the mastery of Core objectives to the satisfaction of the school prior to promotion to the next course or grade level.

E. Students with disabilities:

(1) All students with disabilities served by special education programs shall demonstrate mastery of the Core Standards.

(2) If a student's disabling condition precludes the successful demonstration of mastery, the student's IEP team, on a case-by-case basis, may provide accommodations for or modify the mastery demonstration to accommodate the student's disability.

F. Students may demonstrate competency to satisfy course requirements consistent with R277-705-3.

G. All Utah public school students shall participate in state-mandated assessments, as specified in R277-404.

H. LEAs are ultimately responsible for and shall comply with all assessment procedures, policies and ethics as described in R277-473.

**KEY: curricula**

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**Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-402(1)(b); 53A-1-402.6; 53A-1-401(3)**